Universal Design for Transition Characteristics and Universal Design for Learning Principles

Multiple Life Domains	Multiple Means of Assessment (for Transition)	Individual Self-Determination	Multiple Resources and Perspectives	Multiple Means of Engagement	Multiple Means of Representation	Multiple Means of Expression
Focus is on the transition to a complete, integrated plan for life rather than on multiple, divided life segments—a person's whole life, not just one or two aspects of life.	Focus is on collecting an array of information about the student that provides holistic data upon which decisions are made.	Student is the focus of the process, with his or her preferences and interests serving as the basis for transition services. Student is the causal agent.	Transition planning and services are developed collaboratively, pooling resources (human, financial, and/or material), using natural supports and/or community services, as well as disability-specific services.	Transition planning and services are developed to assure that there are multiple ways students can be involved in the process and be the leader/facilitator of the process.	Transition planning and services are developed so that they include materials, services, and instruction that include a range of methods for access and input.	Transition planning and services are developed to assure that students can communicate their preferences and interests, and demonstrate progress in multiple ways.
Includes a focus on the typical transition/life domains of employment, community living, postsecondary education, transportation, recreation and leisure and community integration;	Assessments include a range of methods, and are chosen based n the students' needs and the disparity between goals and the current information on student strengths/needs and abilities. For example, for a	Students do not need to do it all themselves, but self-determination needs to be a focus for the entire transition planning team, ensuring that the student chooses needed supports that achieve their	Transition planning and services reflect the range of supports available to individuals with and without disabilities, and the best of collaborative planning where stakeholders work together to break down barriers to	Instructional design provides opportunities for individuals to be engaged in many different ways to meet multiple objectives. For instance, by involving students in developing a movie, they can engage academic content (in the	Methods employ a variety of instructional strategies, including the use of authentic learning objectives (e.g., tasks that adults perform in their lives on the job). For example, rather than have students	Assessment of student progress can occur in multiple ways, ensuring that students with disabilities are able to demonstrate what they know. These options, when incorporated into transition

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supports are examined for the range of applicability. For example, instruction in writing (during English class) can include writing for employment (résumé, cover letter, position paper), writing for the transition to postsecondary education (on-demand essay, college admissions essay), writing for community living (writing letter to landlord, to local politician, letter to editor, thank you letter to service organization)	student who is interested in working in the health profession, assessments should focus on understanding a wide range of skills (ability to work well with others, patience with people, adaptability, aptitude, computer skills, organization skills). The information from assessments should be gathered in multiple ways (informal and formal, job shadowing, informational interview, employment skills assessments).	long-range adult life goals. Using a person-centered planning method is one way to engage students and plan with them, not for them.	provide appropriate supports. Employers, peers, community agency representatives, family members, teachers, and guidance counselors are all examples of people who can be included in the transition process and can offer different perspectives in a collaborative process.	elements of the story) as well as functional skills like communication, scheduling, negotiating, working with others, and using technology.	complete a paper and pencil test to demonstrate their understanding of geometry, they could build a walkway by designing its size and shape, determining the amount of materials necessary, scheduling the steps of the project, and completing the project.	planning and services, support individual self-determination. For example, students should have the opportunity to express their knowledge and interests in multiple ways, including the use of technology, group work, participation, paper and pencil work, and authentic task completion.
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